

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents the procedures used in conducting the research. It covers research design, location, period, and subject of research, the procedure of CAR, data collection, and data analysis.

#### **3.1 Research Design**

According to Ary et al. (2010), research design is a plan which is made by a researcher in order to obtain an understanding of some groups or some phenomena in its content. It is directed toward determining the nature to situation as it exists at the time of the study. The design in this study is classroom action research.

“Action research is a form of self-reflection enquiry undertaken by participants (teacher, student or principals, for example) in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and the situation (and institutions) in which the practices are carried out (McNiff in Uno et al. 2011).”

Sanjaya (2010) states that classroom action research (CAR) is a learning problem inspecting process in the class through self-reflection in efforting to solve the problem by doing kinds of planned action in a real situation and analyzing each effects of its action.

This study wants to employ classroom action research because it attempts to solve a students' problem speaking and improve students' speaking skill of first grade at state vocational high school 1 BATU through mingle game.

## **3.2 Location, Period, Subject of Research**

### **3.2.1 Location of Research**

This research was conducted at State Vocational High School 1 Batu.

### **3.2.2 Period of Research**

This research was conducted on August-October 2016.

### **3.2.3 Subject of Research**

The subject of the study is students of grade X majoring *Tata Busana* of State Vocational High School 1 Batu, East Java, academic year 2016/2017 which consists of about thirty students. They are chosen because their speaking proficiency is low. It was showed that the students' mean score of pre-test was 46.25 and the result of the pre-interview with the English teacher was the students were shy and afraid of speaking English, they had low motivation, and they got low score in speaking.

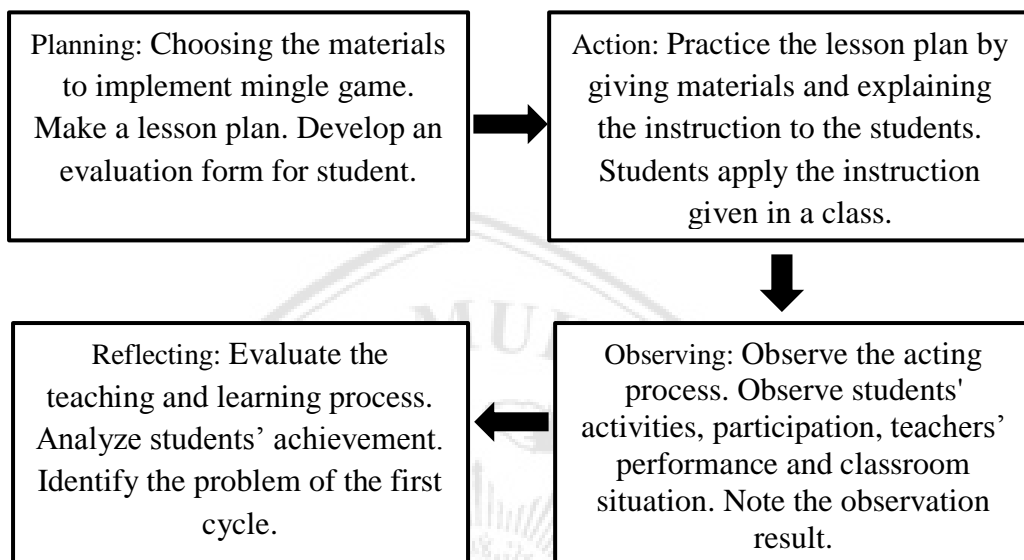
## **3.3 The Procedure of CAR**

In conducting the action research, the researcher used Hopkins model in which started from identification the problems, making a plan, acting, observing, and reflecting. The researcher modifies with McTaggart design in which consists four phases within one cycle, those are planning, acting, observing, and reflecting. The first cycle is to know how the implementation of using mingle games work out. After finishing the first cycle, if it may there have some lacks or problems in the result of the first cycle, the researcher will continue to the next cycle as of the researcher satisfies of the finding research.

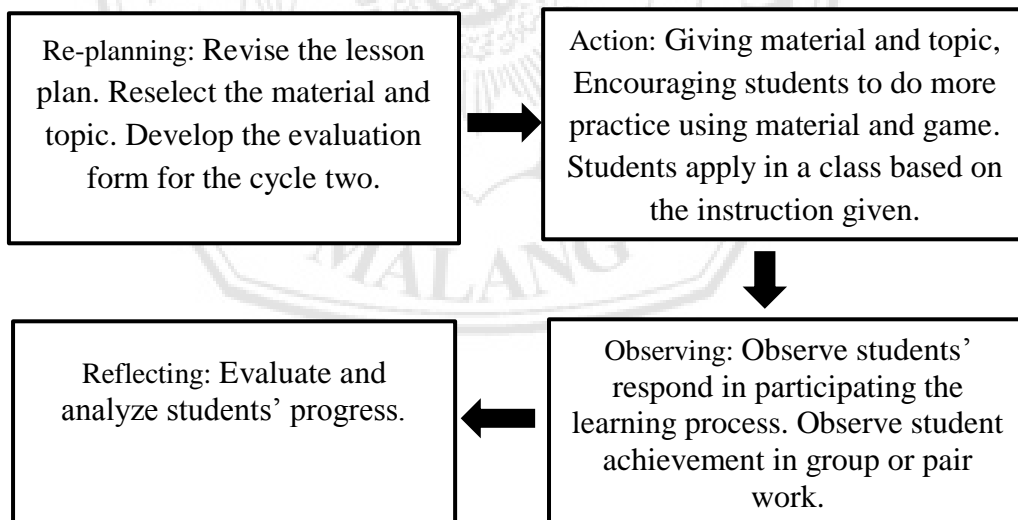
**Figure.3.1**

(This is adapted from Hopkins which is taken from Sanjaya, 2010, p.54)

- **Cycle I**



- **Cycle 2**



The detail description of cycle I and cycle 2 can be seen in lesson plan of

appendix 4 & 5

The researcher illustrated the detail action research on each cycle as follow:

### 1. Cycle 1

#### a. Planning Phase

In this phase, the researcher planned what the action in implementing mingle game in teaching learning process. Firstly, the researcher selected the material with the teachers' annual program based on syllabus. Then, the researcher determined the material. Next, the researcher made lesson plan in which it was a guideline in teaching learning process and how the implementation of mingle game processed.

Dealing with the planned, the researcher determined the indicator succeed of this research. In this case, the students were supposed to be able to build their confidence and motivation to practice and express their thought in a form of oral. Here, the students were also able to interact with their other classmates in which may be they rarely or even never speak each other. So, the students were given a chance to practice speaking English by walking around the class and talking freely to each other through mingle game.

#### b. Acting Phase

In this phase, the researcher implemented the preparation that have been planned before, such as designing the lesson plan, preparing the teaching and research instruments. Here, the researcher will be as a teacher who conducted the reaching learning process by implementing mingle game, while the English teacher as an observer who observed the teaching and learning process. In the

implementation of mingle game, the researcher utilized ‘find someone who activity in mingle’ to stimulate the students to speak English and used the sketch, the profession card, and ‘find someone who’ worksheet as a learning media. Then, in this phase, the activity was also as an evaluation that took the students’ score by asking and giving directions’ expression in pair. The last, the teacher asked the students about the concerning of the material that they have learnt during the teaching and learning process. If there were problems, the teacher gave times and opportunities to share and solve the problem. The teacher could give some advices to the students. Then, the teacher closed the class by saying salam.

#### c. Observing Phase

The observer observed the students’ activities, their participation in the class, the teachers’ performance, and the class situation during teaching and learning process. In this observing, the observer was demanded to take a note and the observer would be given a structured observation by the researcher.

#### d. Reflecting Phase

In reflecting phase, the researcher discussed with the English teacher regarding data that have been collected within the overall activities during the acting and observing phase. Here, the researcher and the English teacher analyzed the observation data and the teachers’ performance whether she has fully implemented the activity or not. The students’ worksheet and test result were also analyzed to know whether the implementation of the games is successful or not, if it is unsuccessful, the researcher continued to the next cycle in order to reach the

target. Furthermore, the data reduction used to decide a better plan for the next cycle.

## 2. Cycle 2

### a. Planning phase

In the planning phase of cycle 2, the researcher revised the lesson plan based on the problem that faced by the students within the previous cycle. Here, the researcher reselected the material, reformed the evaluation, and the teaching instrument to get the improvement.

### b. Acting Phase

In this acting phase, it was similar with the action in the previous cycle which was the researcher as a teacher to implement mingle game in teaching learning process, while the English teacher as an observer who observed the teaching and learning process, and the researcher still selected the same material to deliver the game. In this phase, the researcher implemented the different activity which is 'roleplay in mingle' and giving the preposition material as an additional. The researcher designed the game with guided activities. It used the card which showed determined profession, location, and direction. In the end of this phase, the activity was the same within cycle 1 which was as an evaluation to take the students' speaking score by asking and giving directions' expression in pair. At the last of classroom activities, the teacher asked the students about the concerning of the material that they have learnt during the teaching and learning process. The teacher could give some advices to the students. Then, the teacher closed the class by saying salam.

### c. Observing Phase

In this phase, the observer observed the students' response, participation, and achievement which were found during the teaching and learning process. The observer used observation form that has been formed by the researcher to collect the data.

### d. Reflecting Phase

In this phase, the researcher and the English teacher evaluated students' progress in their speaking skill after teaching by implementing mingle game. The researcher also asked the English teacher's opinion about the students' improvement in speaking.

## 3.4 Data Collection

To sustain the validity of the research result, the researcher collects data which are derived from several ways such as interview, observation, and test:

### 1. Interview

Interview is verbal questions that offered to the people who can give the information about the case which has the relationship concerning with the research problems (Kunandar, 2008). The interview is conducted to the students of first grade at State Vocational High School 1 Batu. First, the interview is conducted before applying the action research. The researcher interviews about students' difficulties in learning English, students' desire to speak English, and their behavior during the classroom speaking activity. Second, the interview is conducted toward students after applying the action research in order to clarify

about their opinion and reflection of the implementing mingle game, their behavior, and responses of the class activity they did during the teaching and learning process.

## 2. Observation

Observation is an activity to observe every happening or phenomenon which is ongoing and taken a note by observation tool about the observed matters (Sanjaya, 2010). So, the observation was applied by the researcher toward students of grade X majoring *Tata Busana* of State Vocational High School Batu, directly during the teaching and learning process. Here, the reseacher was as an observer to observe at X/BB2 class. In this research, the observer used observation checklist to focus on the information about the teacher instruction, students' behavior, and the classroom situation.

## 3. Test

Test is a number of questions that is conveyed to someone or people in order to inform a circumstance or growth grade of one or some psychology aspects (Kunandar, 2008). Test is considered the best way to know how good students achieve the materials they have been learning. The objective of the test itself within the teaching and learning is to provide feedback. Referring to those statements, from the feedback which gotten from students test result, the researcher could see the improvement of students' speaking skill.

Test would be conducted twice and be in the form of oral. The first is pre-test; a test which is given toward students before implementing the action research in order to diagnose students' ability in speaking skill. The second is post-test; a



test that would be accomplished to evaluate students' achievement and to know students' progress after implementing English mingle games teaching English especially speaking skill within the classroom action research (CAR). Test score would be taken from the evaluating of cycle I and cycle 2.

### **3.5 Data Analysis**

After collecting data, the researcher will analyze the scores using following steps:

#### **1. Analyzing and Organizing data**

The data will be analyzed based on the observation employed when teaching and learning process ongoing. Then, the gained data will be organized systematically, next summarized in the form of description. So, data will be obviously understandable.

#### **2. Identifying and classifying the data based on the guideline in scoring test of student general impression performance.**

The data derived from students' test result will be classified based on students' speaking score per meeting or action within the cycle, then the researcher would probably know the improvement from cycle to cycle.

#### **3. Tabulating the average of students test result by using this formula bellow:**

After gaining the data, it is found the average of students test result by using the formula which is adapted in book of Aqib et al. (2008). The formula is to know how well students achievement on speaking skill through analyzing the throughout score.

$$X = \frac{\sum x}{n}$$

X= Mean  
 $\sum$ = Sum  
 x= Individual Score  
 n= Number of students

$$M = \frac{\sum x}{n}$$

M= Mean  
 $\sum$ = Sum  
 x= Score  
 n= Number of students

Then, the researcher tempted to find the class percentage of students' speaking score who pass the criterion minimum of completeness (KKM). In this case, the reseacher used the formula as follow:

$$P = \frac{F}{N} \times 100\%$$

P : the Class Percentage  
 F : Total Percentage  
 N : Number of Students

The formula was adapted in Sudijono (2008) cited in Ulviana (2011).

#### 4. Drawing conclusion

The research concludes the result of the data based on the validity score in the accordance with the data collected design which is employed when conducting the research.